DOCUMENT RESUME

ED 098 311 95 CE 002 375

TITLE A Conceptual Framework for a Career Development Continuum, K-14 for Hawaii's Schools. Draft. Report No. TAC 74-7268.

INSTITUTION Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.; Hawaii Univ., Honolulu. Education Research and Development Center.

SPONS AGENCY Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

REPORT NO TAC-74-7268

PUB DATE Dec 73

NOTE 37p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

DESCRIPTORS *Career Education; Curriculum Development; *Educational Objectives; Educational Philosophy; *Educational Planning; Elementary Education; *Models; Program Descriptions; Program Planning; Secondary Education; *Vocational Development

IDENTIFIERS *Hawaii

ABSTRACT

This conceptual framework for the development and implementation of a career development continuum, K-14, in the State of Hawaii is comprised of three parts: (1) a rationale of underlying assumptions and principles; (2) a theoretical conceptualization of a career development continuum; and (3) a conceptualization of goals and objectives of career development. Taken together these three components comprise a conceptual framework for development of implementing curriculum guides. The rationale covers assumptions about learners, about the nature of career development, and about effective interventions to achieve career development, followed by general assumptions about the environment. The conceptualization encompasses three major components of career development: (1) the four areas of individual growth and development (self-realization, social relationships, civic responsibility, and economic efficiency); (2) the four aspects of the environment in which growth occurs (home, school, work/leisure, and community); and (3) the three dimensions of the sequence of experiences implementing career development (awareness, exploration, and preparation-placement). The four goals (self-realization, social relationships, civic responsibility, and economic efficiency) are summarized in table form with end-goals and learner objectives by grade level. Included with the document is a pamphlet, Career Development Continuum K-14, which is a brief summary of the program. (Author/BP)

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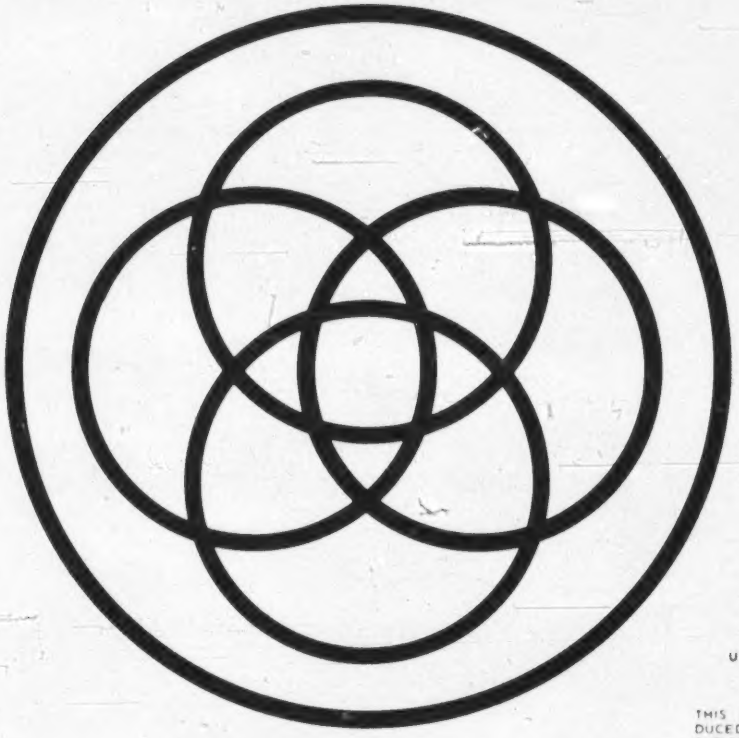
A CONCEPTUAL FRAMEWORK FOR A CAREER DEVELOPMENT CONTINUUM K-14 FOR HAWAII'S SCHOOLS



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TAC 74-7268 • DECEMBER 1973

A CONCEPTUAL FRAMEWORK FOR A CAREER DEVELOPMENT CONTINUUM, K-14 FOR HAWAII'S SCHOOLS

Development of this conceptual framework was undertaken as part of the Hawaii Career Development Continuum Project, which is supported in part by funds awarded under provisions of P. L. 90-576, (C), to the State Board of Vocational Education, with sponsorship by the State Department of Education. The actual development is being undertaken by the Education Research and Development Center of the University of Hawaii, under contract to the State Department of Education. Grantees undertaking projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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PREFACE

This conceptual framework for the development and implementation of a career development continuum, Kindergarten to Grade 14, in the State of Hawaii is comprised of three parts: (1) a rationale of underlying assumptions and principles; (2) a theoretical conceptualization of a career development continuum; and (3) a conceptualization of goals and objectives of career development. Taken together these three components comprise a conceptual framework for development of implementing curriculum guides.

The development of this conceptual framework represents the accomplishment of one of the major objectives of the Hawaii Career Development Continuum Project, which is funded under provisions of P. L. 90-576, (C), with funds awarded to the State Board of Vocational Education and sponsorship implemented by the State Department of Education. Actual development of the conceptual framework was undertaken by the Education Research and Development Center of the University of Hawaii, under contract to the State Department of Education.

This conceptual framework is person-oriented. The individual is seen at the focal point. The primary organizing theme for this conceptualization is that every individual has a right to become a fully functioning person, and that the school, the home, and the community have a responsibility for helping each one realize goals of career development. It is intended that the frame of reference which is established in this conceptual framework will serve both as a basis for developing the career development learning experiences, and as an orientation for implementation of planned learning experiences in career development for children and youth of Hawaii.

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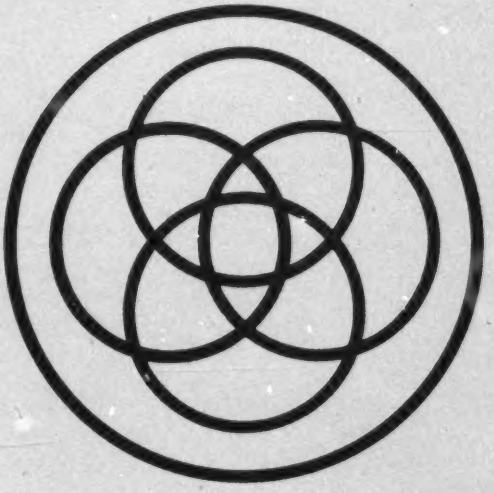
CAREER DEVELOPMENT CONTINUUM K-14



FOR HAWAII'S SCHOOLS

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Hawaii's Career Development Continuum, K-14

Commitment

Master Plan for Public Education

.DOE Purpose X. To make certain that individual students acquire insights and skills which lead to vocational productivity

.DOE Purpose XI. To assure that each student acquires an understanding of the forces that bring high productivity and a rising standard of living in the nation and the world

The Foundation Program for the Public Schools of Hawaii

.Objective: By the time the student graduates from school, he should demonstrate:

"A realistic picture of the world of work and his own role in it."

What?

CAREER DEVELOPMENT is the process of acquiring knowledges, skills, and attitudes which will enable an individual to take a productive and satisfying role in society. It

...is person oriented

...is an on-going process

...takes place through a systematic sequence of experiences and decisions in the environment

...contributes to the formulation of a positive self-identity; self-concept is a key in career development

Why?

...Every individual has a right to reach a level of self understanding as a prerequisite to engaging in goal-directed behaviors.

...Every individual must acquire the attitudes, knowledges, and skills required to achieve a life style which is productive and personally satisfying.

...Every individual must have the opportunities to relate knowledge of self to occupational demands to reach realistic decisions.

Basic Components

...Individual growth and development in

.self realization

.economic efficiency

.social relationships

.civic responsibility

...Environments which facilitates growth

.home environment

.school environment

.community environment

.work/leisure environment

...Sequence of experiences and decision-making in

.awareness

.exploration

.preparation/placement

Why?

...Every individual has a right to reach a level of self understanding as a prerequisite to engaging in goal-directed behaviors.

...Every individual must acquire the attitudes, knowledges, and skills required to achieve a life style which is productive and personally satisfying.

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Basic Components

...Individual growth and development in

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- .social relationships
- .civic responsibility

...Environments which facilitates growth

- .home environment
- .school environment
- .community environment
- .work/leisure environment

...Sequence of experiences and decision-making in

- .awareness
- .exploration
- .preparation/placement

The Delivery System

...The delivery of career development is accomplished through intervention options which are provided through interfacing instruction, guidance, and administration.

...All instructional programs are interrelated in the common pursuit of career development of the individual.

...Provision for equipment and supplies, data collection, information development and processing, curriculum development, staff development and community resources utilization are all integral parts of the total system for delivering the career development program.

...Formative and summative evaluation is maintained as an integral part of the delivery system to provide quality control and accountability.

Curriculum Guides

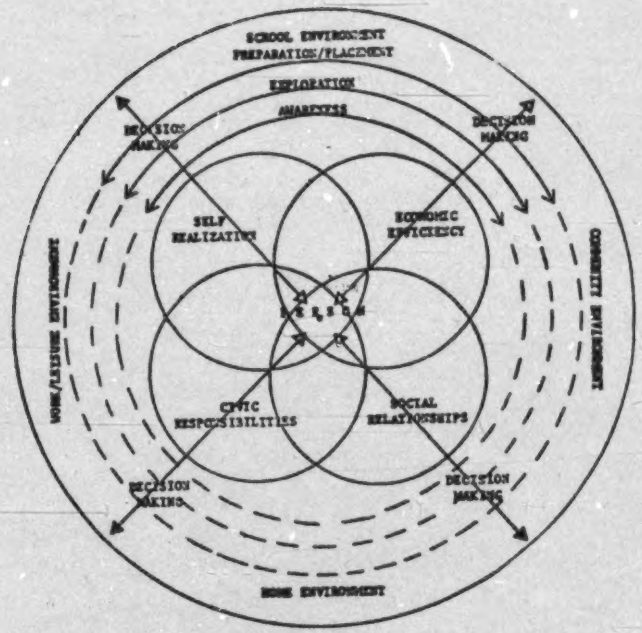
...Continuum: K-3, 4-6, 7-9, 10-12, 13-14

...The curriculum guides for the implementation of the Hawaii Career Development concept

- .are designed to be flexible instruments to use in expansion and improvement of instruction and guidance;
- .are intended to serve as suggestions for, and stimulation to, program development and improvement;
- .are developed to articulate elementary, secondary, and post-secondary programs, and to integrate all instructional programs;
- .are intended to implement a set of assumptions about the nature of career development, the rights of learners for achieving career development, and essential interventions to assist in realizing career development.

THE ESSENCE OF CAREER DEVELOPMENT IS THE PERSON. CAREER DEVELOPMENT IS PERSON-ORIENTED. CAREER DEVELOPMENT IS AN ONGOING PROCESS OF INDIVIDUAL DEVELOPMENT, CONTINUING FROM INFANCY THROUGH MATURITY. THIS DEVELOPMENTAL PROCESS TAKES PLACE THROUGH A SYSTEMATIC SEQUENCE OF EXPERIENCES AND DECISIONS OF THE INDIVIDUAL IN AN ENVIRONMENT. THESE EXPERIENCES AND DECISIONS CONTRIBUTE TO THE FORMULATION OF A POSITIVE SELF-IDENTITY AND REALIZATION OF VOCATIONAL AND AVOCATIONAL MATURITY.

CAREER DEVELOPMENT IS A LIFELONG PROCESS THROUGH WHICH THE INDIVIDUAL REALIZES HIS POTENTIAL AND ACHIEVES SELF AND CAREER IDENTITY. THIS IS ACCOMPLISHED THROUGH A SYSTEMATIC SEQUENCE OF PLANNED INTERVENTIONS TO REINFORCE THE SEQUENCE OF DEVELOPMENT ALONG THE CONTINUUM OF AWARENESS, EXPLORATION, AND PREPARATION.



CONCEPTUAL MODEL FOR CAREER DEVELOPMENT
IN HAWAII SCHOOLS

CHAPTER I

RATIONALE

A rationale is an important element for any conceptual framework. A rationale establishes the reasons for existence of the framework and sets forth the basic principles or assumptions which form the foundation for the frame of reference. This chapter sets forth a set of assumptions about the nature of career development, the rights of learners for achieving career development, essential elements in interventions for contributing to realization of career development, and general assumptions about the environment. These assumptions combine to establish the rationale underlying the development of curriculum guides. The assumptions form a frame of reference within which career development curriculum guides can be developed.

Assumptions about learners

Each individual must reach a level of self-understanding and must acquire the attitudes, knowledge, and skill development prerequisite to engaging in goal-directed behaviors which are vocationally and avocationally productive and personally satisfying. The individual needs to know about occupations and must have competency in specific tasks, but this is not sufficient. He also must know the ways in which tasks combine in occupations, and must understand the relationships among occupational elements in job clusters (Venn, 1964). The person must know about available opportunities and be able to relate knowledge of self to the occupational demands in choosing from among available courses of action. Each individual must understand his capacities for development at an early age, so aspirations and decisions can be realistic. The movement from a rural, agrarian to an urban, industrialized society has resulted in a highly specialized, technologically based economy with a highly mobile population and a changing work-leisure structure. The work ethic, which placed pride in craftsmanship and individual achievement, has been challenged. It is becoming more difficult to find identity in an occupation. Most people must anticipate a series of job changes during the course of their working years. Many occupations will become obsolete and new ones will be born. ". . . Nearly half the students we see in high school will have unstable or multiple trial careers (Super, 1964, p. 3)." The movement away from an agrarian-based economy is pronounced in the State of Hawaii. The need is great for preparing children and youth of Hawaii for coping with a world of work and leisure undergoing rapid change.

The career development continuum implements the following assumptions about the rights and responsibilities of individuals:

1. Every individual has the right to develop to the maximum his capacity for considered risk-taking

2. Every individual has the right to clarify and refine his knowledge about himself and his aspirations through planned assessment and evaluation

3. Every individual has the right to gain a clear understanding of careers, to have an opportunity to explore career options, and to be prepared for career implementation

4. Every individual has the right for participation in various skill activities as a prelude to decisions concerning specific skill areas and eventual development of entry-level skills

5. Every individual has the right to assistance in learning the process of job entry and advancement, including mastery of skills of job seeking and career placement

6. Every individual has the right to develop a clear understanding of the relationship of the educational process and career development

7. Every individual has the right to healthy and fulfilling career development.

Assumptions about the nature of career development.

The essence of career development is the person. Career development is person-oriented. Career development is an ongoing process of individual development, continuing from infancy through maturity. This developmental process takes place through a systematic sequence of experiences and decisions of the individual in an environment. These experiences and decisions contribute to the formulation of a positive self-identity and achievement of vocational and avocational maturity. Self-concept is a key construct in career development. "Individual values have been treated as the major synthesizing force in self-concept and the major dynamic force in decision-making (Katz, 1966, p. 3)." Career development is concerned with all the factors which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational and avocational roles. Career development is concerned with self, civic, social, and economic facets of the whole person.

The career development continuum implements the following assumptions about the nature of career development:

1. Career development is a process of individual growth toward vocational maturity and self-identity, realized through a planned sequence of work experiences and implemented in occupational roles and the self-concept

2. Career development is an ongoing process extending from infancy through maturity, concerned with all factors and conditions which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational roles

3. Career development of the individual is cyclical in nature and is subject to intervention to correct or facilitate development of self and achievement of career identity

4. Career development is implemented through career awareness, career exploration and goal-setting, pre-service preparation, placement, and follow-up

5. Career development is concerned with self, civic, social, and economic development of each person over a lifelong continuum in relation to the total spectrum of the work world.

Assumptions about effective interventions to achieve career development.

Healthy career development does not happen by chance. There must be a systematic approach to articulation and integration of planned experiences from kindergarten through adult education to foster and enhance career development. The interventions to facilitate career development of each individual must be implemented in planned experiences to bring about the cognitive, affective, and psychomotor changes needed to realize self-identity and vocational maturity. There must be a concerted effort involving academic and vocational education, guidance, and work experience.

An effective intervention to achieve career development of the individual must include the efforts and inputs of learners, school personnel, parents, community leaders, labor and industry representatives and businessmen. The experiences to facilitate career development must include planned opportunities for learning and practicing decision-making and value clarification. The intervention must provide an opportunity to articulate facets of particular jobs or careers and to expand this knowledge to other facets of careers. An effective career development intervention must provide an opportunity for growth of an internalized value system to help each individual move to self-fulfillment through appreciation of his own career role.

An effective program to facilitate career development must be part of a total curriculum, involving school, home, and community, and must be totally articulated and integrated laterally across school and community, and vertically from pre-school through adulthood. The content and nature of learning experiences must be focused on careers, with programs structured around career opportunities, occupational information, attitude and value development, development of job entry skills, and higher level technical skills. An effective career development intervention must provide for a guidance component which assists individuals to make sound life-decisions, helps them prepare for work roles implementing their career choices, and prepares them for relating self development experiences to career development. Career development of the individual is achieved by an intervention implementing a developmental concept providing for an integrated instruction-guidance program geared to a sequence of developmental tasks (Havighurst, 1953).

A career development continuum must implement the same major goals or themes at every growth level. Administration, instruction, and guidance

must be linked in a concerted effort to provide the kinds of intervention needed to realize career development. Effort must be made at every level of the educational process, from kindergarten through adult education, to implement a continuum of systematically related experiences designed to help each individual realize his full potential for career development. A variety of resources must be brought to bear on the problem of providing a totally integrated and articulated program of career development experiences for children and youth. Government, education, labor, industry, and community groups must work together to implement a planned program to prepare children and youth for facing the challenges of a rapidly changing society.

The Hawaii Career Development Continuum implements these assumptions about effective career development interventions:

1. Career development intervention focuses on interaction of academic and vocational education and guidance and work experience

2. Career development intervention includes the efforts and inputs of learner, school personnel, parents, community, labor, industry and business

3. Career development intervention provides opportunities for experiences in learning and practicing decision-making

4. Career development comprehensive program to develop self, civic, social, and economic capabilities provides the opportunity for career development activities according to the individual's developmental level and needs

5. Career development program of activities provides each one an opportunity to clarify and refine his knowledge about himself and his aspirations for his future through a planned process of self-assessment and evaluation

6. Career development program of activities provides an opportunity to articulate facets of particular jobs or careers and to expand this knowledge to other facets or careers

7. Career development program provides an opportunity for discussion and growth of an internalized value system which helps each one move toward self-fulfillment

8. Career development intervention provides opportunities for participation in various skill activities as a prelude to decisions concerning specific skill areas and eventual development of entry level skills

9. Career development program provides assistance to the individual in learning the process necessary for job entry and advancement and in developing the skills of job seeking and career placement.

10. Career development intervention provides individualization of learning experiences and participation in group learning and guidance activities

11. Career development intervention provides a systematic approach implemented jointly by school and community, with personnel from the world of work participating with educational and guidance personnel to design, implement, and evaluate the experiences supporting career development

12. Career development intervention is part of the total curriculum and is totally articulated and integrated, laterally across school and community, and vertically from pre-school through adulthood

13. Career development intervention is implemented in learning experiences and activities focused on careers--elementary and secondary programs structured around career opportunities, occupational information, attitude development; high school programs around career exploration and job entry skills; and community colleges around technical skills

14. Career development guidance interventions assist individuals to make sound life-decisions, help them prepare for work roles implementing their career choices, and prepare them for relating self-developmental experiences to reality

15. Career development intervention is organized around a functional priority of life roles, with career-identity and self-identity providing the central focus

16. Career development intervention is based on a developmental concept which provides for integrated instruction and guidance geared to a sequence of developmental tasks (Havighurst, 1953).

General assumptions about the environment

A number of basic premises underlie the conceptualization of career development which establishes the frame of reference for development of career development curriculum guides. The following assumptions reflect the rapid social and economic change which characterizes the society of post World War II, the existing social and institutional arrangement, and some of the more critical problems and issues that confront society in general:

1. Rapid technological and social change will continue making it necessary to prepare youth and adults to use technology for the benefit of the individual and society

2. Preparation for work is a major objective of education

3. Vocational education and academic education must be fused and integrated

4. Children and youth must be able to relate to the adult world of work, equipped to assume civic responsibility, capable of personal usefulness and satisfaction, and able to establish and maintain social relationships

5. Effective education must provide for intensive guidance and counseling

6. Continuous articulation of education must be provided from kindergarten through grade 12 and on into post secondary education and training

7. Vocational-technical education, academic discipline, and guidance and counseling must be fused and integrated.

The synthesis of a philosophy of career development constitutes the second step. The philosophy, made up of a set of basic assumptions about the rights and responsibilities of the individual for realizing career development, the nature and substance of career development, and the essential elements in interventions to assist each individual realize career development, assumes the need for systematic planning and evaluation of the career of each individual. It assumes that healthy career development does not happen by chance. Zaccaria (1969) documents the assumption that skills and knowledge are not spontaneous occurrances. They must be developed in systematic ways. The accomplishment of healthy career development for the individual calls for a long-term, continuing intervention.

There must be continuing assessment of individual potential so career growth and advancement can be facilitated. The assessment must begin early in life. Each person must understand his capacities for development at an early age, so aspirations and decisions can be realistic from the start. The interventions to facilitate healthy career development of each individual must be implemented in planned experiences to bring about changes in the behaviors of individuals to fit them for personally satisfying and socially constructive occupational roles, as well as contribute to their achievement of self-realization, development of civic responsibilities, and capability of maintaining healthy social relationships.

CHAPTER II

CONCEPTUALIZATION OF THE HAWAII CAREER DEVELOPMENT CONTINUUM

This chapter gives a conceptualization of the Hawaii Career Development Continuum, which undergrids design of curriculum. The development of the career development conceptualization is a prerequisite to the design of curriculum guides to articulate career development learning experiences from Kindergarten through Grade 14. The conceptualization was developed to establish a framework for integrating career development learning experiences into existing academic, vocational, and guidance curricula. The conceptualization is based on two assumptions: (1) that education must be relevant to the needs of the learners and conditions of the social and economic settings; and (2) that the delivery of education must be organized and implemented to optimize individual well-being and social welfare. The conceptualization implements two major premises:

> . . . the potential for career development is realized by providing experiences to assist the individual to become a fully functioning person
>
> . . . the potential for individual career development is realized by arranging a sequence of tasks and concepts to facilitate individual progress from one developmental level to another.

The conceptualization encompasses three major components: (1) areas of growth which must be developed for the individual to achieve career development; (2) sequence of experiences which must be implemented by the individual in the course of career development; and (3) components of the environment in which decisions and experiences must be implemented to accomplish a totally integrated system for achieving career development.

The areas of individual growth are expressed as the four major goals of career development. The goals are implemented in experiences of the individual interacting with the environment to achieve self and career identity. The sequence of objectives to be achieved is from awareness, to exploration and skill development. Figure 1 elucidates the conceptualization of the career development continuum.

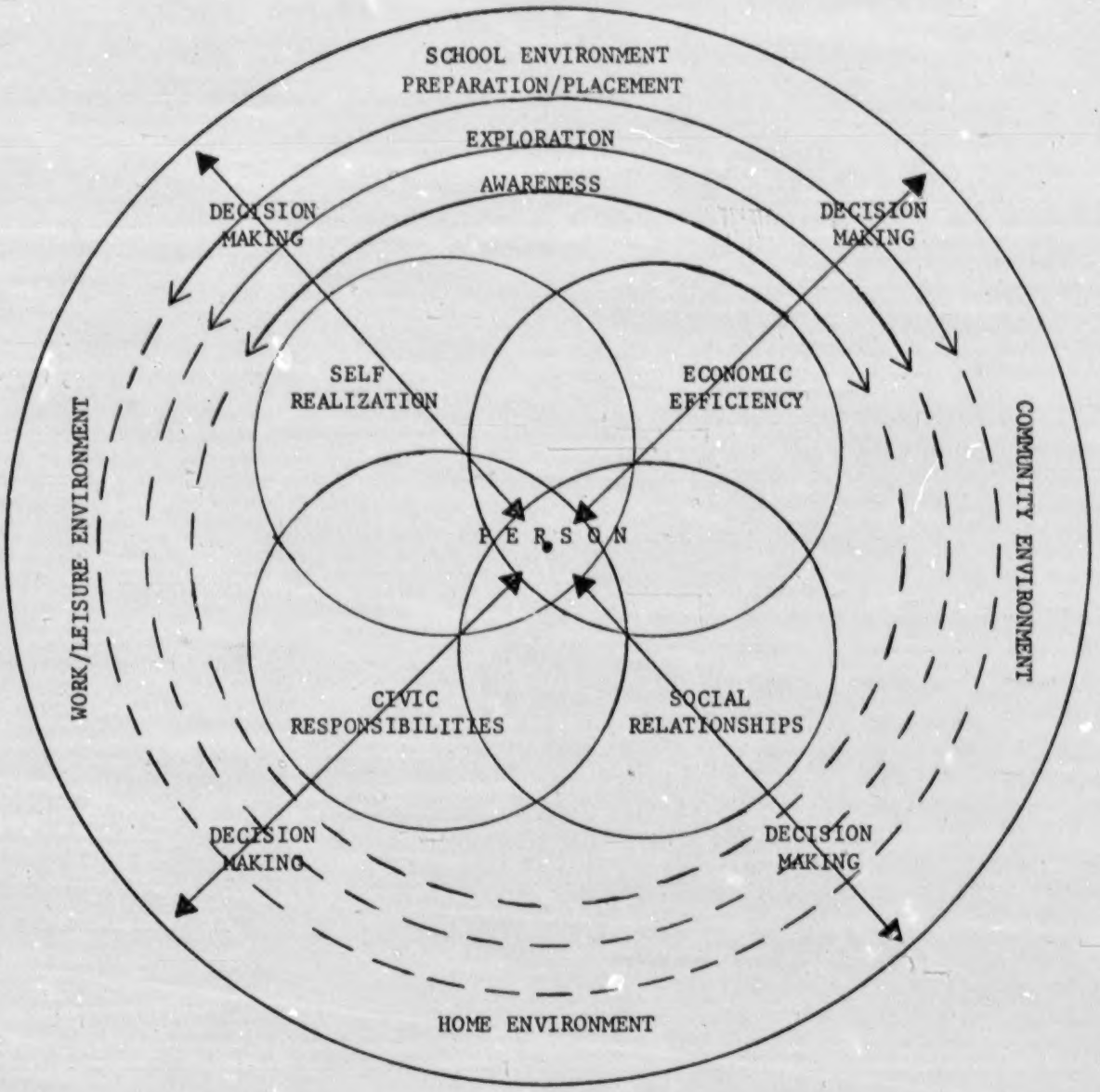


Fig. 1 Conceptual model for Career Development in Hawaii Schools

Inspection of Figure 1 reveals that the individual achieves career and self-identity, becoming a fully functioning person, through a series of decisions and experiences in the school, community, home, and work/leisure settings. This is accomplished as he grows and develops in four areas: self-realization, economic efficiency, social relationships, and civic responsibility. Growth and development are realized as the individual progresses throug a sequence of experiences ranging from awareness to exploration and skill development until he becomes a fully functioning person. The interrelationships among the three basic components of the conceptual model are shown in Figure 1. This figure identifies three basic components essential for achievement of career development:

. . . the four areas of individual growth and development

self-realization
social relationships
civic responsibility
economic efficiency

. . . the four aspects of the environment in which growth occurs

home
school
work/leisure
community

. . . the three dimensions of the sequence of experiences

awareness
exploration
preparation-placement

Areas of individual career development

Career development is seen as the continuing growth of an individual toward complete self and career fulfillment, achieved through a sequence of interactions and decisions in the school, home, community, and work/leisure environments. Career development is the process of growth and development of the individual into the full realization of his potential as a person with self and career identity. The individual becomes a fully functioning person through achievement of four goals:

. . . achieving self-realization through the development of self-understanding; personal values, goal-setting and decision-making capabilities, and an appreciation for individual differences.

. . . being able to establish and maintain healthy social relationships at home, on the job, in the family, in the community

. . . being able to carry out civic responsibilities at work and in the community

. . . becoming economically efficient, as producer and consumer of goods and services.

Sequence of career development

The individual grows and develops into a fully functioning person as he progresses through a sequence of awareness, exploration, and preparation in relation to the four areas of individual growth and development. He must first become aware of the self and the environment. He must explore career opportunities and develop goal setting capabilities. He must prepare for job entry, achieve technological competencies, and learn the skills of job placement. These career development dimensions are related sequentially, with career and self awareness being prerequisite to career exploration, which, in turn, precedes preparation and placement. Awareness of self and career is achieved as the individual acquires an understanding of himself and the lifestyles related to different kinds of careers. Exploration of careers is accomplished through hands-on or simulation experiences as the individual develops the knowledge, interests, and abilities required for different kinds of occupations, develops the capabilities of goal setting, understands risk-taking and value structuring, and acquires the skills of decision-making. Preparation involves the development of entry level job skills and capability of planning for continuing career development. Placement involves learning the job-seeking techniques necessary for placement and up-grading.

The career development continuum is seen as a lifelong process in which each individual achieves his full potential as a fully functioning person. This is accomplished through a systematic sequence of experiences and decisions resulting in the individual becoming a person capable of being economically efficient, able to be civically responsible, capable of achieving self-realization, and capable of establishing and maintaining healthy social relationships.

The continuum is realized through a sequence of career development experiences aimed at achieving the four goals extending from K through Grade 14, involving awareness, exploration, preparation, and placement. This continuum is shown in Figure 2.

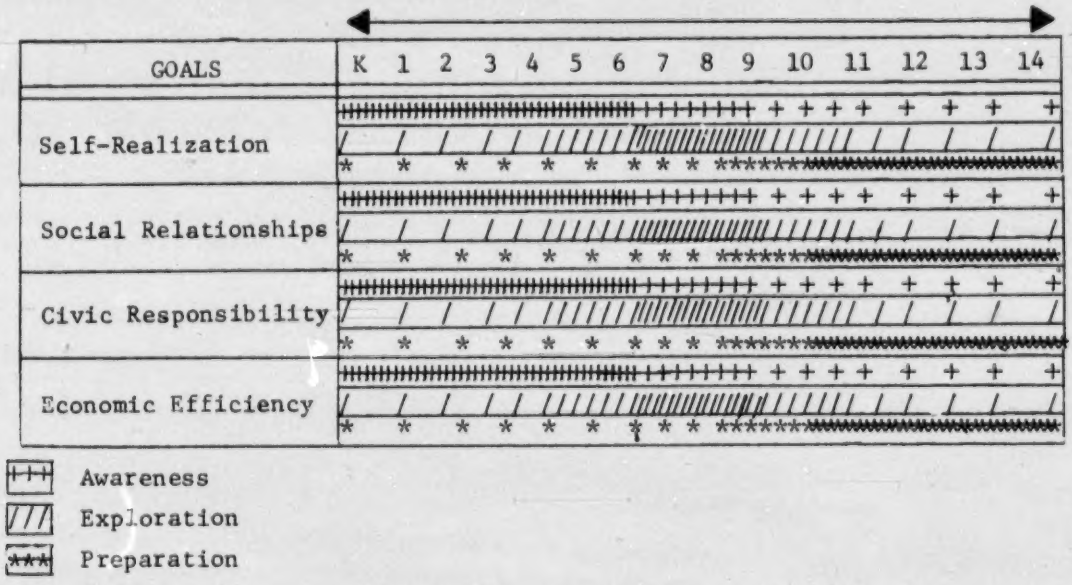


Fig. 2 Scope and sequence model for Career Development in Hawaii Schools

Examination of Figure 2 shows that the dimensions of awareness, exploration, preparation, and placement are incorporated in learning experiences, from kindergarten through grade 14. The emphasis on awareness, exploration, preparation, or placement changes, depending on the grade level, growth of the individual, and the social situation. In general, the emphasis in kindergarten through grade 6 will be on developing career and self-awareness. The model provides for exploratory or skill development tasks, as needed. From grade 7 to grade 9, emphasis is on career exploration and goal setting, but awareness and skill development can be included. From grade 10 to 14, the emphasis is on preparation and placement, but awareness and exploration are included also. The conceptual model subsumes the need to provide interventions to develop, improve, and increase career and self-awareness over the entire life span of the individual. The assumption is made that the individual never reaches the stage in life when he no longer has the potential for increasing or sharpening his awareness of self and career. The time of greatest potential for developing awareness, however, is in the elementary grades, when the individual is concerned primarily with the developmental tasks of middle childhood:

learning physical skills needed for ordinary games

building wholesome attitudes toward oneself

learning to get along with peers

learning an appropriate social role

developing fundamental skills in reading, writing, and calculation

developing concepts needed for achieving personal independence

developing conscience, morality, and scale of values

developing attitudes to social groups and situations.

It is assumed that to some degree the goals of career development are realized through career exploration over the entire life span of an indiviudal. It is held that even in middle childhood when the individual is concerned primarily with tasks related to development of concepts and skills for everyday living--communication, computation, interpersonal relationships--there is some opportunity for career exploration and some initial experiences relating to goal setting. The major emphasis, however, on career exploration and goal setting is at the middle school grades, when the individual is concerned with the developmental tasks of preadolescence:

achieving new and more mature relations with peer of both sexes

achieving a social role

accepting one's physique and using body effectively

achieving emotional indenpendence of parents and other adults

achieving assurance of economic independence.

It is assumed that to some degree there is a potential for development of skill proficiencies, starting at an early age and continuing through the mature years. The greatest emphasis, however, on preparation for job or further education is in adolescence and early adulthood. The line between career exploration and preparation is much less definite than that which marks the transition from awareness to exploration. The needs of the individual and the social situation exert more influence at this end of the continuum than at the beginning. For the individuals who will go directly from secondary school into the world of work, preparation must begin earlier than for those who will continue schooling in college or technical school. The emphasis on preparation and placement comes at the time when individuals are concerned with developmental tasks of adolescence and early adulthood:

selecting and preparing for an occupation

preparing for marriage and family

developing intellectual skills and concepts for civic competence

desiring and achieving socially responsible behavior

acquiring a set of values and an ethical system

selecting a mate

learning to live with a marriage partner

starting a family

rearing children

managing a home

getting started in an occupation

taking on civic responsibilities

finding a congenial social group.

Career development is accomplished over a lifelong continuum as the individual realizes his potential and achieves career identity through development of knowledge, skills, and attitudes to implement self-realization, economic efficiency, social relationships, and civic responsibilities.

Experiences implementing career development

Career development of the person is realized through interaction of the individual with four aspects of the environment: school, home, work/leisure, and community.

The career development is a lifelong process through which the individual realizes his potential and achieves self and career identity. This is accomplished through a systematic sequence of planned interventions to reinforce the sequence of development along the continuum of awareness, exploration, and preparation.

The four dimensions of the environment in which experiences and decisions are implemented to reinforce career development are:

. . . school, where the individual is afforded the opportunity to participate in purposefully created and contrived experiences to bring about changes in behavior

. . . home, where the individual is afforded the opportunity to interact with members of a family and to maintain a way of life

. . . work/leisure, where the individual is afforded the opportunity to perform labor as a means of earning a living or engage in activities for the sake of personal fulfillment and enjoyment

. . . community, where the person is afforded the opportunity to interact with other individuals who share folkways, mores, taboos, rules, and laws.

Through the experiences provided to the individual in school, homes, work/leisure settings, and community, he grows into a person. He achieves self-realization, is capable of maintaining economic efficiency, can execute his civic responsibilities, and can establish and maintain healthy social relationships. The school, working in consort with the home, community, and work/leisure world, plays a key role in facilitating healthy career development.

Implementing the conceptualization of a delivery system

The delivery of career development is accomplished through intervention options which are provided through interfacing instruction, administration and guidance. Formative and summative evaluation is maintained as an integral part of the delivery system to provide quality control and accountability. Vocational education, academic education, and guidance are interrelated in the common pursuit of career development of the individual. The basic philosophy of career development expostulates that:

1. career development is a lifelong continuum

2. career development follows a planned sequence of awareness, exploration, preparation, and placement

3. career development of the individual is accomplished as the individual achieves self, civic, social, and economic development and growth

4. career development is achieved through experiences and decisions which facilitate the growth and development of the individual.

These assumptions combine to define a conceptualization which, when implemented in the school setting, will result in an integrated and articulated program of instruction and guidance, kindergarten through grade 14. This program will be designed to develop self-realization, social relationship skills, civic responsibility capabilities, and economic efficiency capabilities of every child.

A model for a delivery system of career development for Hawaii's Schools is shown in Figure 3, page 15.

Figure 3 presents a model for the organizational structure to deliver a career development continuum. When the delivery system is implemented in the school setting, an integrated and articulated program of instruction and guidance, K through Grade 14, is achieved.

Staff development, material development, community participants, data collection, information processing, and curriculum development are integral parts of the total system for delivering career development.

The essence of career development is the person. Career development is person-oriented. Career development is an ongoing process of individual development, continuing from infancy thorugh maturity. This developmental process takes place through a systematic sequence of experiences and decisions of the individual in an environment. These experiences and decisions contribute to the formulation of a positive self-identity and realization of vocational and avocational maturity.

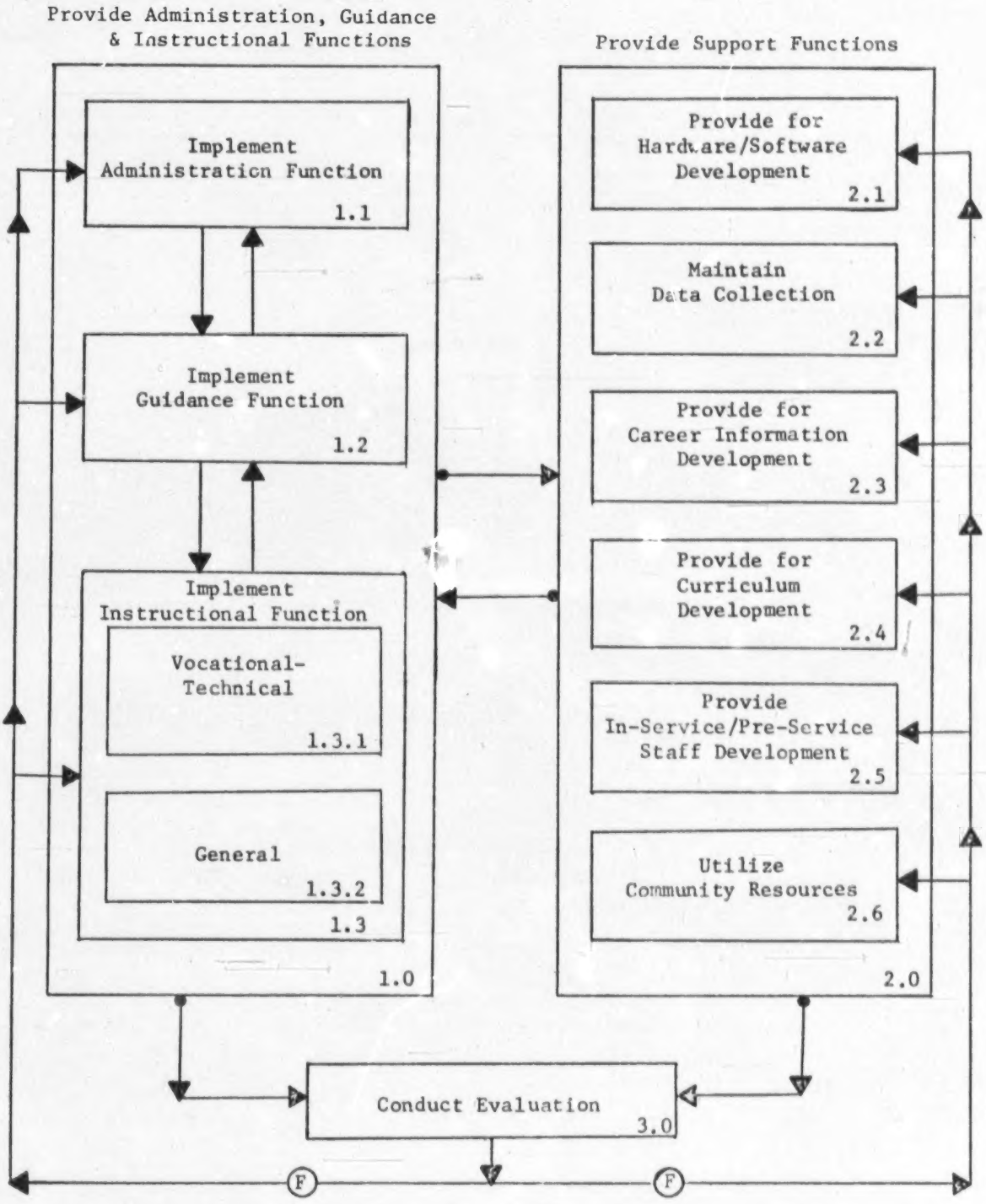


Fig. 3
Organizational structure for the
delivery of career development experiences
in Hawaii's Schools

CHAPTER III

GOALS, SUBGOALS, AND OBJECTIVES OF CAREER DEVELOPMENT IN HAWAII

This chapter describes the development of goals, subgoals, and objectives of career development, and presents the model for achieving a continuum in Hawaii's Schools through the process of relating goals, subgoals, and objectives across levels.

A goal statement is a collection of words or symbols describing a general intent or desired outcome. A goal is a broadly defined intended outcome, such as "achieving self-fulfillment." A goal sets the direction and indicates the general nature of the desired outcome, but does not specify the characteristics of the expected outcome. Goals reflect a philosophical frame of reference and are characterized by broadness in intent and scope. A goal is a statement of general purpose. Goals are somewhat idealistic, but should not be so far removed from reality as to be meaningless.

A subgoal is a component of a goal. Each goal is made up of two or more parts. Subgoals describe in general terms the knowledge, skills and attitudes which must be achieved in order for the goal to be reached. Subgoals are expressed in general terms to describe what the person will understand, the skills he will develop, or the nature of the attitudes or values he will acquire in order for the goal to be realized. Goals tend to describe the total person or group of persons; subgoals refer to the psychomotor, affective, or cognitive dimensions of the person or particular group of persons.

Behavioral objectives are collections of words describing specific, pertinent, attainable, measurable, and observable behaviors that will result from planned intervention. Behavioral objectives are written in terms which can be evaluated. They specify the criteria of effectiveness. A behavioral objective must (1) identify and name the desired behavior; (2) describe the conditions under which the behavior will take place; (3) specify limitations or constraints; and (4) specify acceptable levels of performance.

The conceptual model prescribes the goals for career development. There are four goals which must be achieved for an individual to become a fully functioning person:

. . . becoming capable of achieving <u>self-realization</u>
. . . becoming capable of establishing and maintaining healthy <u>social relationships</u>
. . . becoming capable of executing <u>civic responsibilities</u>
. . . becoming capable of maintaining <u>economic efficiency</u> as a producer and consumer.

The goal of <u>self-realization</u> is the development of knowledge, skills, and attitudes or values to make an individual the person he is capable of becoming, with a heightened self-awareness, a realistic self-concept, a positive self-image, a realistic value system, and decision-making capability. Achievement of self-realization involves development of communication

and computational skills, acquisition of basic knowledge about health, and generation of feelings of self commensurate with potential abilities. Self-realization involves mastery of basic skills in reading, writing, speaking, listening, and mathematics.

The goal of social relationships is the development of knowledge, skills, attitudes or values to make an individual a person capable of coping with social situations and relating to other human beings in terms of realities, expectations, and standards of society. The goal subsumes the development of interpersonal and interrelationship skills needed to function effectively in the home, community, school, and work-leisure settings.

The goal of civic responsibility is the development of knowledge, skills, attitudes or values to make the individual a person capable of contributing in an organized, lawful way to the welfare of the group. Civic responsibility means achieving an awareness of and participation in neighborhood and local community issues and affairs, awareness of political issues and laws of the land at local, state, national, and international levels, and respect for the rights and property of others in school, community, home, and work-leisure settings.

The goal of economic efficiency is the development of knowledge, skills, attitudes or values to make an individual a person capable of managing his home and family affairs and supporting himself and his dependents at a living standard above the poverty level in a manner contributing to individual well-being and social welfare. Achievement of economic efficiency involves developing the skills required to be an effective producer and consumer of services and goods, and the capability of benefiting from avocational pursuits. This goal subsumes the development of knowldege, skills, and attitudes required for getting and maintaining gainful employment and the management of income for the welfare of the person and his dependents. It also involves productive management of time devoted to avocational interests.

For each of the goals, a set of subgoals has been defined. The subgoals for the major goals are shown in Table 1.

HAWAII CAREER DEVELOPMENT CONTINUUM, K-14

Table 1 Subgoals for each of the Four Major Goals

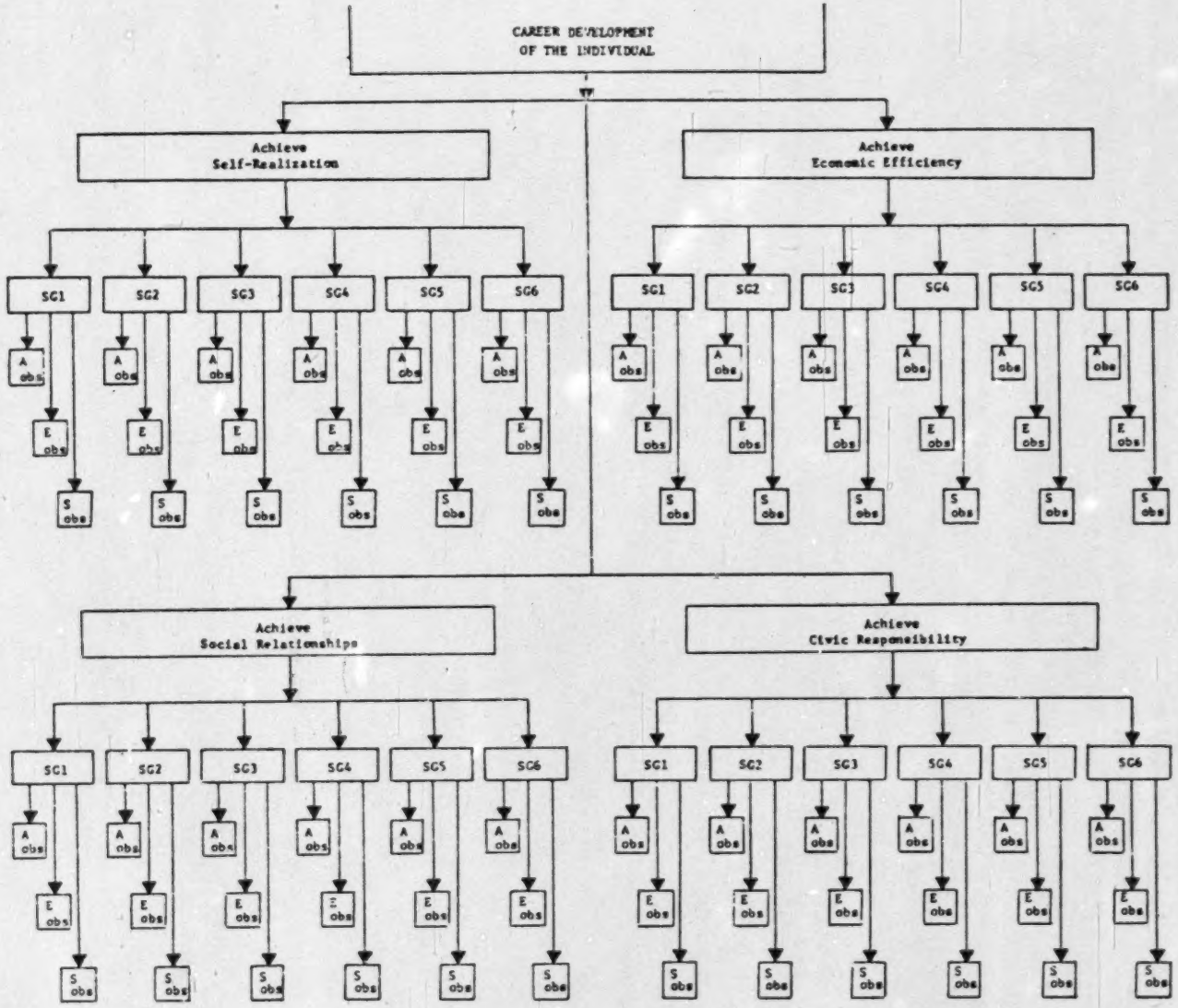
Goals	Subgoals K-14
Self-realization:	1. Acquire skills of self appraisal. 2. Develop awareness and understanding of self. 3. Develop understanding of decision-making process. 4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting. 5. Develop understanding of the relationship between work and life style. 6. Develop appreciation for individual differences in interests, values, aptitude, skills, abilities, attitudes.
Social Relationships:	1. Develop interpersonal skills. 2. Develop understanding of social roles. 3. Develop understanding of cooperation. 4. Develop understanding of community workers. 5. Develop appreciation for flexibility and adaptability in social relationships. 6. Develop understanding of interrelatedness of occupational roles.
Civic Responsibility:	1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, in the community. 2. Develop understanding of ways in which participation in civic groups contribute to individual and group goals. 3. Develop understanding of importance of rules in society. 4. Develop understanding of relationship between responsibilities and rewards in work and leisure. 5. Develop capabilities for making effective use of resources and understand relation of environment to work. 6. Develop ability to participate in various kinds of civic groups.
Economic Efficiency:	1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions. 2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual. 3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people. 4. Develop understanding that new occupations develop in response to needs of society. 5. Develop employability skills. 6. Develop understanding of the relationship between education and work.

Inspection of Table 1 reveals that the same subgoals are implemented at each level of the continuum. It is this repetition of subgoals which insures articulation across grade levels.

Each subgoal is translated into a set of learner objectives, against which the teacher or counselor can compare the outcomes to determine effectiveness of the learning tasks. The objectives are designed to take into account the need for the learner to progress through the stages of awareness and exploration to skill preparation and placement. The learner objectives specify knowledge, skills, and attitudes to be developed, reinforced, and strengthened to realize career development. The objectives in a curriculum guide are broadly stated learning outcomes. These expected outcomes must be expressed as behavioral objectives, since the effectiveness of the learning tasks can be determined only if evaluation is criterion referenced. To define a behavioral objective, it is essential to take into consideration the limitations and constraints in the situation and the characteristics of the learners. Since curriculum guide are used in different school settings, definition of behavioral objectives must be done by teachers and counselors in the different schools, taking into account the learner characteristics, environmental conditions, resources, and constraints. The teacher or counselor should convert each learner objective into a behavioral objective. Each definition of a behavioral objective should include: (1) operational description of the behaviors to be developed; (2) the conditions under which the desired behaviors will be demonstrated; (3) limitations and constraints; and (4) criteria for acceptable performance.

Each behavioral objective developed by teacher or counselor should pass a quality test. Ryan (1972) developed and described a SPAMO quality test for behavioral objectives. This test requires that each objective satisfy five criteria in order to be of the desired quality to provide a basis for accountability. The criteria are: (1) Specificity; (2) Pertinence; (3) Attainability; (4) Measurability; and (5) Observability. An objective is specific if it is expressed in terms that are clear and precise rather than vague or ambiguous. It is pertinent if it is relevant to the learners and the setting. Any objective which cannot be shown to be important for career development is not pertinent. An objective is attainable if it is within the realm of possibility for the particular group of learners and the situation. An objective is measurable if procedures for quantifying the desired outcomes are available. An objective is observable if the desired outcomes can be seen either directly or inferred on the basis of behaviors that can be seen. Broadly stated objectives found in curriculum guides must be converted to behavioral objectives.

The relationships among goals, subgoals, and objectives are shown in Figure 4.



SG = Subgoal
A = Awareness Objectives
E = Exploration Objectives
S = Skill Objectives

Fig. 4 Hierarchy of goals, subgoals, and objectives to achieve career development of the individual

Examination of Figure 4 reveals that within each of the four major goal areas of career development, basic concepts have been identified by the subgoals which must be achieved. The subgoals represent broad areas of learning which must be mastered to develop the knowledge, skills, and attitudes implementing self-realization, economic efficiency, social relationships, and civic responsibility. These four goals are the foundation of the career development model. It can be seen that the subgoals are converted into objectives relating to awareness, exploration, and preparation. The way in which the goals and subgoals are converted into a sequence of related objectives to establish a continuum of career development is shown in the charts on pages 22 to 27.

Examination of the charts on pages 22 to 27, which depict the relationships among goals, subgoals, and objectives, shows the way in which the continuum of career development is accomplished through implementation of learning experiences to achieve a sequential set of objectives related to a single subgoal. It is expected that learning experiences will be implemented in the early grades to develop awareness in relation to self-realization, economic efficiency, social relationships, and civic responsibility. In the middle grades, related objectives will focus on exploration, and in the upper levels, the related objectives will emphasize skill development. The four goals constitute the foundation for the career development model. The subgoals represent broad areas of learning content which implement the four goal areas. The objectives define the outcomes in relation to awareness, exploration, and preparation. The matrix of subgoals and objectives, by developmental levels, establishes a scope and sequence for each of the four goals. By studying the charts showing the objectives by levels, it is possible to identify the way in which objectives are related.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Acquire skills of self-appraisal.	Each learner will be able to list or describe three personal attributes.			
	Each learner will be able to tell the subject matter areas in which his performance is above average.	Each learner will be able to describe his performance in each subject matter area.	Each learner will be able to identify different types of physical work demanded by a variety of jobs, and assess his present level of skill development.	Each learner will be able to show that he knows the vocabulary for use in various situations and can assess his performance in communication skills related to specific job requirements.
	Each learner will be able to give an example of one personality variable about himself.	Each learner will be able to list or describe three personality variables about himself.	Each learner will be able to complete his individual profile, and will be able to tell his major interests, aptitudes, and values.	Each learner will be able to complete a career preparation plan which is realistic in terms of his qualifications and existing opportunities.
	Each learner will be able to list or describe one unique personal characteristic.			
2. Develop awareness and understanding of self.	Each learner will be able to list or describe likes, dislikes, strengths, and weaknesses.	Each learner will be able to list or describe one personal strength and one personal weakness.	Each learner will be able to know ways of improving his behaviors and attitudes.	Each learner will be able to demonstrate that he understands the relationship of personal factors to careers.
		Each learner will be able to describe a method of strengthening his weakness.		
		Each learner will be able to list or describe two reasons for knowing one's strengths and weaknesses.	Each learner will gain knowledge of his likes and dislikes, and strengths and weaknesses.	Each learner will be able to describe the meaning of maximizing his potential.
3. Develop understanding of decision-making process.	Each learner will be able to give an example of making a decision.	Each learner will be able to list or describe the steps involved in making a decision.	Each learner will be able to understand that people have to make decisions, and that decision-making is important to successful and satisfying living.	Each learner will be able to accept responsibility for his decisions.
			Each learner will be able to name factors that influence a career choice.	Each learner will be able to list criteria for his desired career.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.		Each learner will be able to list or describe sequence of career development.	Each learner will be able to demonstrate knowledge of basic activities involved in educational and career planning.	Each learner will be able to assume responsibility for making a career choice.
		Each learner will be able to list two occupations in which he has no interest, and two occupations in which he is interested.	Each learner will be able to tell the value and consequences of several career choices open to him.	Each learner will be able to show that he knows what is required for placement in post-secondary employment, further education, or both.
5. Develop understanding of the relationship between work and life style.	Each learner will be able to give an example of the way work relates to the way one lives.	Each learner will be able to list or describe ways in which working relates to the way one lives.	Each learner will be able to show that he understands that an individual's occupation can influence his life style and that a preferred life style may influence one's occupational choice.	Each learner will be able to name the possible needs of a given life style and list several occupations which will satisfy these needs.
	Each learner will be able to give an example of the way in which his attitudes relate to school performance.	Each learner will be able to list or describe ways in which his attitudes relate to school performance.	Each learner will be able to identify different personal characteristics which affect performance in a job or hobby.	Each learner will be able to derive satisfaction from work/educational experience.
	Each learner will be able to tell how his study habits relate to school success.	Each learner will be able to list or describe ways in which his study habits relate to school success.	Each learner will be able to describe the way in which volunteer services affect life style.	Each learner will be able to list or describe the way changes in life style are caused by occupational advancement.
6. Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.	Each learner will be able to describe or define ways in which he is different from other persons.	Each learner will be able to list or describe one personal strength and one personal weakness.	Each learner will be able to show that he knows of existing and changing values of various ethnic and religious groups	Each learner will be able to understand and appreciate unique values and standards of cultural groups.
				Each learner will be able to show that he knows that different people have feelings of dignity and worth for different reasons.
	Each learner will be able to list one difference between himself and another person in each of the following areas: 1) interest, 2) abilities, 3) aptitudes, 4) values, 5) attitudes.	Each learner will be able to list or describe two reasons for knowing one's strengths and weaknesses.	Each learner will be able to identify five ways in which people differ.	Each learner will be able to show self-insight by stating ways in which he differs from others.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop interpersonal skills.	Each learner will be able to describe three jobs that people living close to him hold, and name one interpersonal skill.	Each learner will be able to describe how interpersonal skills contribute to his personal feelings of worth.	Each learner will be able to describe the probable consequences of different types of interpersonal relationships.	Each learner will be able to describe the importance of interpersonal relationships. Each learner will be able to demonstrate use of interpersonal skills in a job interview.
2. Develop understanding of social roles.	Each learner will be able to list and describe two characteristics of dignity in relation to self and others.	Each learner will be able to describe the role of one significant adult.	Each learner will be able to describe ways that group roles are valuable to him.	Each learner will be able to describe various social roles related to groups of which he is a member.
3. Develop understanding of cooperation	Each learner will be able to identify a situation where two or more workers cooperate to produce a product or provide a service.	Each learner will be able to understand the benefits of cooperation and interdependence in making a team effort.	Each learner will value cooperation as a means to progress.	Each learner will be able to describe ways of working cooperatively with other members of a group.
4. Develop understanding of community workers.		Each learner will be able to describe two occupations which contribute to other occupations.	Each learner will be able to describe ways in which occupations are interrelated.	Each learner will be able to list and describe occupational clusters for helping occupations.
5. Develop appreciation for flexibility and adaptability in social relationships.	Each learner will be able to list two feelings his father or mother has about his or her work.	Each learner will be able to describe or define work in two different ways.	Each learner will be able to describe ways in which one member can adapt to facilitate group action and accept the value of change.	Each learner will be able to describe ways in which he has altered a social role over a period of time and know that a variety of roles contribute to his development as a person.
6. Develop understanding of interrelatedness of occupational roles.	Each learner will be able to give an example of one job which contributes to or is related to another job.	Each learner will be able to describe one job which contributes to or is related to another job.	Each learner will be able to describe ways that groups or individuals have helped him or contributed to the meeting of his needs.	Each learner will be able to list the values which have accrued to him from group membership and discuss these in terms of his feelings about himself.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.	Each learner will be able to give an example of one way in which work requires responsibility.	Each learner will be able to list or describe ways in which work requires responsibility.	Each learner will be able to to show that he knows individual responsibility is related to the success of a group project.	Each learner will be able to show that he knows the responsibilities which he has to the society in which he lives.
2. Develop understanding of ways in which participation in civic groups contribute to individual and group goals.	Each learner will be able to participate in a task which contributes to classroom goals.	Each learner will be able to list or describe two ways in which the environment in which he lives relates to career and civic groups.	Each learner will be able to state advantages and disadvantages of participation in civic groups.	Each learner will be able to describe the process of participation in one civic action group.
3. Develop understanding of importance of rules in society.	Each learner will be able to list rules for a group of which he is a member.	Each learner will be able to list or describe responsibilities of the adult citizen.	Each learner will be able to list reasons for establishment and enforcement of laws within his community.	Each learner will be able to show that he knows the rules for operation of civic groups--parliamentary and other group procedures, and structures.
4. Develop understanding of relationship between responsibilities and rewards in work and leisure.	Each learner will be able to give an example of the rewards, other than money, which are related to working.	Each learner will be able to list or describe rewards, other than money, which are related to working.	Each learner will be able to describe two ways in which work is of value, and one trait which characterizes himself.	Each learner will be able to describe ways of maintaining economic self-sufficiency in contemporary society.
5. Develop capabilities for making effective use of resources and understand relation of environment to work.		Each learner will be able to list or describe the relationship of the environment to a particular job.	Each learner will be able to list or describe three reasons for proper use and conservation of natural and human resources, and name one career which contributes to conservation of these resources.	Each learner will be able to list or describe relation of occupations to conservation of resources.
6. Develop ability to participate in various kinds of civic groups.	Each learner will be able to describe ways in which his participation in a group helped him.	Each learner will be able to describe ways in which his participation in a group contributed to his understanding of the responsibilities of citizenship.	Each learner will be able to show that he recognized that personal traits of punctuality and dependability are important factors in facilitating the work of others in an occupational setting or civic group.	Each learner will be able to relate the value of cooperative efforts to achievement of goals for common good.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.	Each learner will be able to list or describe types of workers in the community.	Each learner will be able to list or describe types of workers in the community or in the school.		
	Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented	Each learner will be able to list or describe two ways to classify occupations.	Each learner will be able to identify contributions of 10 community workers, and classify them into the following categories: working with things, working with data, and working with people.	Each learner will be able to describe one job and name one occupational cluster.
2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.	Each learner will be able to describe ways in which work provides opportunities for enhancing dignity of self and society.	Each learner will be able to describe one occupation which has an effect upon a portion of society and contributes to individual growth.	Each learner will be able to identify 10 community workers who contribute to the dignity of the individual.	Each learner will be able to relate feelings about the value of home, community, and state workers to individual well-being.
3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.	Each learner will be able to tell how one worker in the school contributes to the good of society.	Each learner will be able to list or describe two contributions which a specified occupation has made to the improvement of society.	Each learner will be able to list or describe two contributions that workers make to society.	Each learner will be able to explain how one service occupation contributes to society.
	Each learner will be able to list one way in which a worker he knows contributes to the economic good of the local area.	Each learner will be able to list or describe ways in which a worker he knows contributes to the economic good of his city, state or country.	Each learner will be able to develop appreciation for economic rewards from work.	Each learner will be able to describe economic implications of career decisions.
	Each learner will be able to list or describe three personal reasons why people work.	Each learner will be able to describe or participate in a task which contributes to classroom goals.		

Goal: Develop Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
4. Develop understanding that new occupations develop in response to needs of society.	Each learner will be able to list or describe how an occupation other than his father's or mother's is necessary to his family's existence	Each learner will be able to list three occupations which have developed within his lifetime. Each learner will be able to list or describe one occupation which has been developed for the purpose of fulfilling a need of society.	Each learner will be able to list ways in which needs of society relate to the occupational structure and development of new occupations. Each learner will be able to identify community services that exist to meet the present civic needs of his community.	Each learner will be able to describe three ways in which society brings about changes in careers. Each learner will be able to describe ways in which the needs of society have changed and how the work structure has been altered due to these changes.
5. Develop employability skills.	Each learner will be able to give an example to show two factors necessary for job success.	Each learner will be able to list three factors necessary for job success.	Each learner will be able to describe two employability skills.	Each learner will acquire employment skills adequate for job or educational entry in an area of his interest. Each learner will develop capability of being able to move into a job or further education.
6. Develop understanding of the relationship between education and work.	Each learner will be able to list one occupation which requires high school education, one which requires college, and one which requires specialized education. Each learner will be able to list or describe occupations which require a specific content, e.g. mathematics as a necessary knowledge.	Each learner will be able to list or describe the educational needs related to a specific occupation. Each learner will be able to describe the content and sequence of education necessary for a specific occupation.	Each learner will be able to list two values of getting prerequisite educational preparation before job entry or job change.	Each learner will be able to list the educational requirements for a specific job.

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